

**PERSONAL, ACADEMIC AND CAREER EXCELLENCE (PACE)**

**Course Description:** *Personal, Academic and Career Excellence (PACE)* is a life-planning course designed for ninth grade students. This transition course will help students develop a sense of relevance and ownership in their learning. *PACE* will empower them to become responsible, contributing and productive members of an ever-changing global society. Students will envision and “pace” their lives through the development of a personalized ten-year life plan. They will be motivated to strive toward excellence in navigating their personal, academic and career lives.

The co-curricular student organization will provide students with opportunities for leadership development, personal growth and school/community involvement.

**Pre-Requisite(s):** None

**Recommended Credit(s):** 1

**Recommended Grade Level (s):** 9

**Note:** *\*PACE standards were adapted from the Freshman Transition Standards identified by the Freshman Transition Initiative (FTI), a project of the School Counseling Program at The George Washington University’s Graduate School of Education and Human Development.*

**Personal, Academic and Career Excellence (PACE)**

**Course Standards**

- Standard 1.0** Envision a personally satisfying future and evaluate the lifelong impact of current choices.
- Standard 2.0** Assess skills in building and maintaining healthy relationships within personal, career and global environments.
- Standard 3.0** Develop personal qualities and management techniques needed to become contributing and responsible students, consumers, family members, employees and citizens.
- Standard 4.0** Integrate basic academic and technology skills for success in interdisciplinary studies and multiple life roles.
- Standard 5.0** Evaluate the impact of personal interests, aptitudes, education and career choices on personal lifestyle.
- Standard 6.0** Generate a life portfolio with a personalized ten-year life plan for education, career, financial security and family life.
- Standard 7.0** Demonstrate citizenship, leadership and teamwork skills needed for a life of excellence within the family, workplace and community.

**Personal, Academic and Career Excellence (PACE)**  
**Course Standards and Expectations**

**Standard 1.0 Envision a personally satisfying future and evaluate the lifelong impact of current choices.**

**Expectations and Performance Indicators:**

- 1.1 Assess personal passions, personality traits, values, strengths and weaknesses in the establishment of a unique identity.
- 1.2 Reflect on personal definitions of excellence, success, best, commitment, and satisfaction.
- 1.3 Envision a desirable adult life.
- 1.4 Evaluate the impact of choices associated with substance abuse, teen sexuality, dropping out of school, and other potentially harmful activities.
- 1.5 Appraise the value of education and the importance of becoming internally motivated in striving toward excellence and graduating from high school.

**Standard 2.0 Assess skills in building and maintaining healthy relationships within personal, career and global environments.**

**Expectations and Performance Indicators:**

- 2.1 Demonstrate effective communication and conflict resolution skills in school, family, career and community settings.
- 2.2 Analyze strategies to balance the multiple roles and responsibilities within individual, family, career, and community life.
- 2.3 Evaluate the significance of commitment to various types of relationships
- 2.4 Examine the interdependency that exists among people within the global community.
- 2.5 Demonstrate respect for multiple diversities within a global society.
- 2.6 Explore and model respectful, positive behavior that contributes to building and maintaining healthy, caring relationships.

**Standard 3.0 Develop personal qualities and management techniques needed to become contributing and responsible students, consumers, family members, employees, and citizens.**

**Expectations and Performance Indicators:**

- 3.1 Demonstrate positive character traits/qualities related to responsibility and work ethics.
- 3.2 Apply goal-setting and decision-making processes to accomplish tasks and fulfill responsibilities.
- 3.3 Analyze life situations in which delaying gratification would lead to long-term rewards.
- 3.4 Generate personal strategies for managing stress, anxieties and fears.
- 3.5 Apply time management and organizational strategies for managing activities and resources.
- 3.6 Demonstrate basic financial literacy and money management strategies.
- 3.7 Establish wellness goals to maximize present and future health, appearance and excellence in school, family, career and community settings.

**Standard 4.0 Integrate basic academic and technology skills for success in interdisciplinary studies and multiple life roles.****Expectations and Performance Indicators:**

- 4.1 Utilize reading, writing, listening, speaking, science and mathematic skills in school, family, career and community settings.
- 4.2 Apply safe technology practices and reliable research strategies as an integral part of academic and life success.
- 4.3 Investigate the influence of assessments and high school performance upon entrance into postsecondary education.
- 4.4 Analyze individual assessment results and data and create a personalized educational improvement plan.

**Standard 5.0 Evaluate the impact of personal interests, aptitudes, education and career choices on personal lifestyle.****Expectations and Performance Indicators:**

- 5.1 Assess personal career interests and aptitudes.
- 5.2 Compare personal assessments with possible career clusters and pathways.
- 5.3 Create and compare a personal budget reflecting future lifestyle desires and a subsistence budget.
- 5.4 Compare varying educational requirements in personally selected career clusters to possible incomes and life rewards/sacrifices.
- 5.5 Analyze the impact of commitment to education to future lifestyle and life satisfaction.
- 5.6 Select the career most closely matching personal interests, aptitudes, lifestyle budget and commitment to education and training.

**Standard 6.0 Generate a life portfolio with a personalized ten-year life plan for education, career, financial security, and family life.****Expectations and Performance Indicators:**

- 6.1 Access, analyze and apply career information through a variety of experiences.
- 6.2 Compare education and training alternatives after high school for career choices within an identified career cluster.
- 6.3 Formulate an educational plan for an occupation within a career cluster that begins with entry into high school and continues through post-secondary education and/or training program.
- 6.4 Compile a list of transferable skills and career options that match personal interests and aptitudes.
- 6.5 Demonstrate the process used to locate and secure employment.
- 6.6 Demonstrate an understanding of the relationship between the changing nature of work and educational requirements.
- 6.7 Utilize labor market information, knowledge of technology, and current trends to forecast a ten-year job outlook for a chosen career.
- 6.8 Prepare a monthly financial plan for the first year of independent living based upon entry-level earnings within a chosen occupation.
- 6.9 Compose a personal life mission statement and a life plan for the next ten years.

**Standard 7.0 Demonstrate citizenship, leadership and teamwork skills needed for a life of excellence within the family, workplace and community.**

**Expectations and Performance Indicators:**

- 7.1 Assess factors involved in successful leadership skills, citizenship traits, and cooperative teamwork.
- 7.2 Initiate, plan and conduct service-learning projects through the co-curricular student organization.